

English Literacy and Civics Education Competitive Grant Announcement July 1, 2013 – June 30, 2014



The Department of Workforce Development (DWD), Division of Adult, Career and Technical Education announces a competitive request for applications (RFA) from eligible providers for the provision of integrated English Literacy-Civics Education programs (EL/Civics).

The purpose of the grant is to provide adult English language instruction, integrating **all** four civics concepts: naturalization, civic engagement, U.S. history, and government. For purposes of this grant opportunity, DWD has expanded the definition to include an additional component: to gain an understanding of the world of work in Indiana. Specifically, topics may include but are not limited to: career choices and in-demand job opportunities, governmental and educational resources for employment and employment training, career pathway experiences, and other concepts that are employment and work-focused in nature. Grantees will be required to address directly all four civics concepts and the workplace/employability concepts within their funded EL/Civics program.

The competitive grant opportunity is open to eligible providers as defined by the Adult Education and Family Literacy Act (AEFLA), Sec. 203(5). Specifically, the term “eligible provider” refers to one of the following: (A) a local educational agency; (B) a community-based organization of demonstrated effectiveness; (C) a volunteer literacy organization of demonstrated effectiveness; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

A total of approximately **\$492,527** is available to fund up to eleven (11) grants, or one (1) grant in each of Indiana’s eleven (11) Adult Education Regions offered through the Consolidated Appropriations Act (Public Law 106-113) section 1000 (a) (4) of the Adult Education and Family Literacy Act, CFDA 84.002A. DWD strongly encourages eligible providers within each region to coordinate with each other and apply under one fiscal agent. It is the intention of DWD to award up to one (1) EL/Civics grant per region, provided every region proves that there is a need for the program.

A webinar to discuss this grant opportunity and its requirements is scheduled for Tuesday, February 5th from 4:00pm – 5:00 pm EST. Interested applicants may access the webinar by going to <http://www.webinar.in.gov/r21238998/>. Attendees may be prompted to enter as a guest and submit their name, but a password is not required. Attendees may wish to join by conference call: (605) 781-1000; Code: 1025009#. A recording of the webinar will be made available at <http://www.in.gov/dwd/adultedadadmin/grants.htm>

SECTION I: Fiscal Overview

Allocation

As discussed, DWD has allocated a maximum amount of EL/Civics funds for each region based on a funding formula that accounts for English as a Second Language (ESL) enrollment, regional need, and performance. Table 1 below shows the variables, description, and formula weight. See Appendix B for each region's allocation.

Table 1: EL/Civics Formula Allocation

Variable	Description	Weight
% of Statewide ESL Enrollment	<ul style="list-style-type: none"> Enrollments from PY 2011(July 1, 2011-June 30, 2012) from NRS Table 4 Enrollments from PY 2012 to date (July 1, 2012- December 31, 2012) from NRS Table 4 	40%
% of 25+ w/o credential & speak language other than English (Regional Need)	<ul style="list-style-type: none"> Total regional residents who are 25 or older without a credential and who speak a language other than English at home Source: American Community Survey (ACS) 5-year average (2007-2011) 	10%
% Reimbursements Earned for Outcomes	<ul style="list-style-type: none"> Reimbursements earned for ESL outcomes & EL Civics according to the Adult Education Reimbursement Schedule for PY 2011 and PY 2012 to date 	50%

Regions may be eligible for a performance allocation if they earn their base allocation in reimbursements for EL/Civics program student outcomes according to the Adult Education Performance Incentive Schedule. A copy of the performance schedule is included in Appendix C. These performance dollars must also be earned according to the Performance Schedule and will be awarded for program year 2014-2015. Guidance regarding the use and budgeting of performance dollars will be given to regions once they become eligible for such funding.

Cost Analysis Budget

Each applicant must submit a cost analysis budget for EL/Civics. The cost analysis form (Form 2A in Appendix A) has detailed budget categories and subcategories for both program and administrative costs.

Program (instructional) costs have direct and immediate benefit to the participant and are incurred in direct instruction. Examples include instructional staff salaries, instructional materials and supplies, instructional software, classroom fixtures/space, and data collection and processing relative to individual students.

Administrative (non-instructional) costs are for planning, administration, personnel development and interagency coordination per Section 233(a) (2) of the Workforce Investment Act (WIA). These costs may not exceed 5% in state and federal funds unless a waiver is submitted (See Form 2B--Administrative Waiver Request in Appendix A). Costs that fall under this category

relate to the following activities: administrative, program management, fiscal, clerical, data collection and processing for the program, advertising, and professional development.

Any equipment/software purchases of \$500 or more require a state tag according to DWD Policy 2007-21. All procurement must follow DWD procurement guidance issued in Fiscal Guidance as found on the DWD website: <http://www.in.gov/dwd/abe/files/2012-2013FiscalGuidanceWithAttachments.pdf>

Reimbursement Process

Grantees must wait until they receive official notification before providing any services and before any expenditure(s) may be incurred. Any expenses incurred prior to the receipt of the award letter are not reimbursable and are the financial responsibility of the grantee.

Fiscal agents may submit reimbursements against the budget form for actual expenditures once a month. DWD will post a revised reimbursement form on the Adult Education Program Management website.

SECTION II: Screening Process

The following items are reviewed to ensure the application is complete as part of the screening process.

- Form 1 – Grant Application Cover Sheet
- Grant Application Narrative
- Form 2A – EL/Civics Cost Analysis (one per applicant)
- Form 2B – Administrative Waiver Request
- Form 3 – Assurances

In addition, grant applications will be screened to confirm eligible provider status. Applications will result in absolute disqualification/rejection if they are:

- Submitted to DWD after the due date as indicated in grant instructions
- Submitted by an ineligible applicant

Other factors that may contribute to a loss of points and/or disqualification/rejection from consideration include:

- Incomplete application (i.e., missing required materials/documents)
- Missing budget/cost analysis and/or work plan(narrative)
- Missing assurances
- Missing required verification of non-profit status if applicable

Clarifications may be necessary before final approval is granted. Successful applicants may be partially or fully funded, depending on the availability of funding.

SECTION III: Narrative Requirements

DWD has identified four areas for the applicant to address in the RFA.

Table 2: EL/Civics Narrative Requirements

Criteria	Narrative Questions	Point Value/Page Length Limit
Statement of Need	<ol style="list-style-type: none"> 1. Provide an overview of the need for services including: <ol style="list-style-type: none"> a) Proposed number of participants to be served including individuals in the community who are most in need of literacy services, such as individuals who are low-income and have minimal literacy skills (AEFLA Section 231, 3) b) Employment/employability opportunities for individuals c) Ethnic groups represented d) Geographic area of service, related labor market information and demonstrated need for English literacy programs in community (AEFLA Section 231, 12) 	<p>Possible Points: 15</p> <p>Length of Response: One Page</p>
Agency Capacity and Competency for Service Provision	<ol style="list-style-type: none"> 2. Describe agency capacity/competencies in providing EL/Civics programs. Specifically, address the following: <ol style="list-style-type: none"> a) Mission/purpose and how it aligns with the EL/Civics grant b) Evidence of prior success/effectiveness, if applicable (AEFLA Section 231, 2) c) Staff available to offer services and associated skills/abilities (AEFLA Section 231, 8) 	<p>Possible Points: 20</p> <p>Length of Response: One Page</p>
Instructional Goals and Activities	<ol style="list-style-type: none"> 3. Describe how this program will provide English language acquisition instruction delivered in the context of the world of work in Indiana (AEFLA Section 231, 7); effective educational practices that will support the success of the program; and how all four civics concepts will be integrated (AEFLA Section 231, 5). 4. Describe the instructional program to be delivered including: <ol style="list-style-type: none"> a) Instructional goals, activities, anticipated outcomes to include individual level gains, (AEFLA Section 231, 4A) and estimated timelines b) Curricula to be used to include instructional practices such as phonemic awareness, 	<p>Possible Points: 45</p> <p>Length of Response: Eight pages</p>

Criteria	Narrative Questions	Point Value/Page Length Limit
	<p>systematic phonics and reading comprehension (AEFLA Section 231, 4B)</p> <p>c) How the program will integrate all of the following into your work-focused curriculum: naturalization, civic participation, U.S. history, and/or government. What work-focused curriculum tools are being utilized? (Indiana Career Explorer, etc.)</p> <p>d) Use of technology (AEFLA Section 231, 6)</p> <p>5. Describe how instruction will be delivered in terms of the class schedule and instructional staffing. Please include information on flexible class schedules for participants, supportive services (such as childcare and transportation) and any special needs students and how they will be served (AEFLA Section 231, 10).</p> <p>6. Describe any collaboration or coordination with agencies, organizations, employers, educational training institutions, social service agencies, secondary/postsecondary institutions or labor organizations or groups that have expertise or resource information relevant to the proposed curricula (AEFLA Section 231, 9). <i>Please note that in order to receive the maximum number of points, you must demonstrate how you will partner with your regional consortium members to optimize performance (in conjunction with AE regional plan, if applicable).</i></p>	
Evaluation of Outcomes/ Demonstrated Effectiveness	<p>7. Describe what formal assessment will be used and the frequency of assessment (AEFLA Section 231, 11).</p> <p>8. If EL/Civics curriculum is integrated into all ESL courses, documentation of demonstrated effectiveness should include InTERS reported performance for all ESL students. If EL/Civics curriculum is isolated to specific courses then only InTERS reported performance data for learners enrolled in those courses should be documented for application purposes. Describe how anticipated outcomes will be measured accordingly (AEFLA</p>	<p>Possible Points: 20</p> <p>Length of Response: One page</p>

Criteria	Narrative Questions	Point Value/Page Length Limit
	<p>Section 231, 1).</p> <p>9. In addition, providers must analyze reimbursements for EL/Civics student outcomes according to the PY12 reimbursement schedule and data in AE InTERS (AEFLA Section 231, 1). Discuss other methods of evaluation including, but not limited to:</p> <ul style="list-style-type: none"> • Student surveys of effective instructional practices • Employer feedback • Teacher/Classroom observations <p>10. New applicants should describe past effectiveness and how future effectiveness will be measured. (AEFLA Section 231, 2).</p>	

SECTION IV: Grant Submission Guidelines

Application Format

Applications must be typed, single spaced in size 12 font on 8 ½” by 11” paper with all twelve (12) pages sequentially numbered and the applicant’s region at the top of every page. Each response should be numbered corresponding to the question number in the narrative requirements section. Required forms do not count against the page limitation. The first page must be Form 1 – EL/Civics Cover Sheet.

Grant Application Submission Requirements

Applicants must address all the requirements and submit *one hardcopy application with original signatures where required* to the Indiana Department of Workforce Development, 10 N. Senate, Room SE 203, Indianapolis, IN 46204 by **April 5, 2013**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. In addition to a hard copy, please email electronic copies of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel to Melissa Wafford at mwafford@dwd.in.gov with the subject “Applicant, Region #, EL/Civics.” A confirmation email will be sent when both the electronic and hardcopy versions of the application are received.

SECTION V: Appendices

Appendix A - Forms

- Form 1 – Grant Application Cover Sheet
- Form 2A – EL/Civics Cost Analysis (one per applicant)
- Form 2B – Administrative Waiver Request
- Form 3 – Assurances

Appendix B – Regional EL/Civics Allocation

Appendix C – Performance Incentive Schedule